Social Science (EGE) Writing Rubric (revised 6/11/15)

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| **Rubric Category** | **Advanced (4)** | **Meets Standards (3)** | **Approaching Standards (2)** | **Does not meet Standards (1)** |
| Introduces precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  (CCSS ELA-Literacy.WHST.9-10.1.A) *Claim Statement/Points* | Addresses the prompt by introducing points in a concise, sophisticated claim (thesis) statement. | Addresses the prompt by introducing points in a clear claim (thesis) statement. | Partially addresses the prompt.  Does not introduce points in a clear claim (thesis) statement. | Does not address the prompt.  Missing claim and points. |
| Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS.ELA-Literacy.WHST.9-10.2b) *Evidence* | Provides specific, relevant, and accurate evidence to support claim(s). (Integrates and refers to credible sources when appropriate.) | Provides accurate evidence to support claim(s). (Integrates and refers to credible sources when appropriate.) | Provides minimal and/or inaccurate evidence to support claim(s).  (Does not integrate or refer to credible sources when appropriate.) | Does not provide evidence to support claim(s). |
| Applies ideas, concepts, and information to make important connections and distinctions. (CCSS.ELA-Literacy.WHST.9-10.2a) *Analysis* | Uses insightful reasoning to connect evidence with claim(s) to extend understanding beyond the obvious. | Uses appropriate reasoning to connect evidence with claim(s) to demonstrate understanding of topic. | Uses limited reasoning to connect evidence with claim(s) and to demonstrate understanding of topic. | Lacks reasoning to connect evidence with claim(s) and demonstrates no understanding of topic. |
| Provides a concludingstatement or section that follows from or supports the argument presented. (CCSS ELA Literacy. WHST.9.10.1.E) *Conclusion* | Provides a meaningful, reflective, and concise conclusion that follows from and supports claim(s). | Provides a clear conclusion that follows from and supports claim(s). | Conclusion may be unclear and/or does not follow or support claim(s). | Does not provide a conclusion. |
| Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  (CCSS ELA-Literacy.WHST.9.10.1.C) *Structure and Organization* | Develops claims (with relevant body paragraphs if appropriate) and creates organization by linking words or phrases in a logical progression of ideas from beginning to end in a sophisticated way. | Develops claims (with relevant body paragraphs if appropriate) and creates organization by linking words or phrases in a logical progression of ideas from beginning to end. | Inadequately develops claims and/or lacks organization. | Includes little or no organization of ideas. |
| Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.WHST.9-10.2e) *Style/format* | Skillfully uses academic and content-specific vocabulary. Follows social science norms and conventions. | Uses academic and content-specific vocabulary. Mostly follows social science norms and conventions. | Incorrectly and/or inadequately uses academic and content-specific vocabulary. Incorrect use of social science norms and conventions. | Does not use academic and content-specific vocabulary. Does not use social science norms and conventions. |